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AUTHOR Head, Ronald B.
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ABSTRACT

In spring 1991, Piedmont Virginia Community College (PVCC) administered a community survey to residents of its service region--Charlottesville and the surrounding counties. The purpose of the survey was to determine how much citizens knew about PVCC and its services; how satisfied they were with these services; and what additional services they would like the college to offer. A total of 6,026 surveys were sent to every tenth household in the service region. Study findings, based on a 10.7% response rate, included the following: (1) males, minorities, and people under 25 tended to be underrepresented among survey respondents in comparison to service region population characteristics; (2) over 90% of the respondents were aware that PVCC serves the entire service region, and over 80% were aware that classes are available at locations throughout the region; (3) 69% had attended PVCC; (4) 75% had learned about PVCC courses, programs, and services from class schedules mailed by the college to their homes; (5) proximity to the college had little bearing on either awareness of or attendance at the college; (6) when asked what services and course options would encourage attendance at PVCC, respondents seemed less interested in traditional college services such as student activities or counseling, and more interested in a wider range of course offerings provided at additional locations and more convenient times; and (7) over 50% of the respondents were extremely satisfied with their educational experience at the college. Data tables, open-ended responses, and the survey instrument are included. (PAA)

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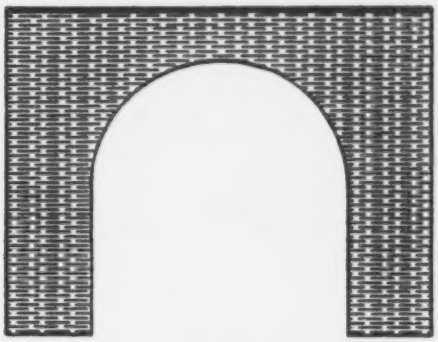

SERVING THE COMMUNITY: Results of the 1991 PVCC Community Survey

Office of Institutional Research and Planning
Piedmont Virginia Community College
Charlottesville, Virginia 22902

Research Report Number 4-91

August 1991

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Ronald B. Head (Author)
Coordinator of Institutional Research and Planning
Piedmont Virginia Community College

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Brief No. 91-6

PVCC Institutional Research Brief

August 1991

RESULTS OF THE 1991 PVCC COMMUNITY SURVEY

In the spring of 1991, Piedmont Virginia Community College (PVCC) administered a community survey to residents of its service region, a geographical area consisting of the counties of Albemarle, Fluvanna, Greene, Louisa, Nelson, the city of Charlottesville, and the northern part of Buckingham County. The purpose of the survey was to determine how much citizens in general know about PVCC and its services, how satisfied they are with these services, and what additional services they feel would improve the college. Results of the survey were published in the study, *Serving the Community: Results of the 1991 PVCC Community Survey* (PVCC Institutional Research Report No. 4-91, August 1991). This brief highlights the findings of that study.

In terms of sex, race, age, and residence, survey respondents were not statistically representative of the population as a whole. While this did not invalidate the findings, it did suggest that the results should only be used to reveal how the college can serve new communities within the larger community of the service region. The findings did, however, provide a wealth of information, and many fine suggestions were offered by survey respondents.

The community survey revealed that public perception of PVCC is quite high. Over 90% of all survey respondents were aware that the college serves the entire service region, and over 80% were aware that classes are available at locations throughout the region. Sixty-nine percent of the respondents had actually attended PVCC. When asked how they learned about PVCC courses, programs, and services, three-quarters of all respondents cited the PVCC class schedules mailed by the college to every household in the service region.

Proximity to the college had little bearing upon either awareness of or attendance at the college. A higher percentage of respondents from the outlying counties (Buckingham, Fluvanna, Greene, Louisa, and Nelson) were aware of PVCC's mission than were respondents from Albemarle County and the city of Charlottesville. Approximately the same percentage of respondents from the outlying counties had attended the college as had respondents from the Charlottesville-Albemarle area.

When asked which services they utilized at the college, respondents were less likely to cite such traditional classroom-related services as seminars, workshops,

(Continued on reverse side)

counseling, or academic advising, and more likely to cite services designed to enrich learning activities (library services and cultural events were the two most frequently cited services). With respect to help provided by PVCC, a large number of respondents listed such intangibles as increasing general knowledge and skills, improving job-related knowledge and skills, motivating students to continue learning and to continue their education, and improving human relations skills and abilities. Approximately 50 respondents each indicated that PVCC had helped them achieve the following tangible goals: salary increases, job promotions, transfer to four-year colleges or universities, and obtaining new jobs.

With respect to what services or course options would encourage attendance at PVCC, survey respondents seemed less interested in such traditional college services as student activities or counseling and more interested in a wider range of course offerings provided at additional locations and more convenient times. When asked what services would encourage attendance, more respondents cited additional special interest courses than any other service, and when asked what course options would be most convenient for attending the college, more respondents cited evening courses than any other option.

Finally, survey respondents seemed highly satisfied with their experiences at PVCC. Over 50% of all respondents were extremely satisfied with their educational experience at the college, and less than 4% were either dissatisfied or extremely dissatisfied. As one enthusiastic respondent wrote,

> Having attended other community colleges throughout the state as well as knowing others who have attended different community colleges, i can say that PVCC is the best community college in the Commonwealth. I also feel that it ranks in the top five of all institutions of higher learning in our state. Keep up the good work and quit cutting out classes!

When asked to evaluate the college on such factors as academic reputation, academic instruction, support services, management, and relationship with the community, most respondents rated the college as either excellent or good. Similarly, when evaluating such services and outcomes as providing knowledge to students, motivating students to learn, preparing students for college transfer, offering specialized courses for businesses, offering courses for personal satisfaction, and providing a variety of community services, most respondents rated PVCC as either excellent or good.

SERVING THE COMMUNITY:
RESULTS OF THE 1991 PVCC COMMUNITY SURVEY

Ronald B. Head (Author)
Coordinator of Institutional Research and Planning
Piedmont Virginia Community College

Office of Institutional Research and Planning
Piedmont Virginia Community College
Charlottesville, Virginia 22901
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SERVING THE COMMUNITY:
RESULTS OF THE 1991 PVCC COMMUNITY SURVEY

INTRODUCTION

Piedmont Virginia Community College (PVCC) offers a wide variety of courses, programs of study, and services to the residents of the Piedmont region of central Virginia. This region, which consists of the counties of Albemarle, Fluvanna, Greene, Louisa, Nelson, the city of Charlottesville, and the northern part of Buckingham County, is one characterized by great diversity. Geographically, the region ranges from gently rolling farmland in the east to steep, mountainous terrain in the west. The economy is characterized by agriculture, some light manufacturing, but mainly a booming service industry. The University of Virginia, located in the center of the region, is by far the region's largest employer.

The region is one of both great wealth and much poverty. Some of the nation's richest citizens live in Albemarle County, yet just a few miles south, in Buckingham County, 20% of all residents are classified as falling below the poverty level. Just a few miles west, in Nelson County, the Appalachian traditions celebrated in the television series, *The Walton's*, still flourish, and just a few miles north, in the city of Charlottesville, inner city neighborhoods proliferate just a few blocks away from the tranquil grounds of the University of Virginia.[1]

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[1]PVCC's service region is described statistically by Ronald Head in *Beyond the 90's: The Changing Character of the PVCC Service Region* (PVCC Institutional Research Report No. 5-90, July 1990).

Acknowledging the diversity of the service region, and responding to the many different needs of its citizens, is one of the college's greatest challenges as it moves into the 21st Century. Indeed, recognizing this challenge, PVCC has already made great strides in addressing the needs of special populations within the service region. During the past year, for instance, a special program aimed at the minority community has resulted in increased minority enrollment at the college.[2] Similarly, a program targeted at the outlying counties in the service region has resulted in increased enrollment.[3]

Only by identifying the many communities which make up the service region and constantly monitoring the changing needs of these communities will PVCC be able to meet this challenge of diversity and need. PVCC does monitor community needs in a number of ways. College Board members represent citizens from all localities within the service region. Curricular advisory boards provide both knowledge and advice to faculty in occupational/technical programs. A number of fruitful partnerships between the college and businesses and educational institutions have been developed.

One thing the college has never done, however, is to formally survey the community as a whole regarding its perceptions about the college. In 1990-91, PVCC decided to do precisely this by conducting a community survey. The survey was administered in the spring of 1991 and this document presents the results of that survey.

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[2]See Ronald Head, *Minority Enrollment Report: Fall Semester 1990* (PVCC Institutional Research Report No. 1-91, February 1991).

[3]Between 1989-90 and 1990-91, the number of different students attending PVCC from Albemarle County and the city of Charlottesville decreased by 7.7%, while the number attending from the other localities (Buckingham, Fluvanna, Greene, Louisa, and Nelson counties) increased by 3.1%.

METHODOLOGY

The community survey was designed to determine how much citizens in general know about PVCC and its services, how satisfied they are with these services, and what additional services they feel would improve the college. It was not aimed at any particular group or segment of the service region population, nor was it devised to validate the college's curriculum. Rather, it was intended to gauge the public perception of PVCC within its larger community.

For this purpose, in the spring of 1991, the survey instrument was designed by the Office of Institutional Research and Planning and mailed along with a cover letter by the college's president to every 10th household in the service region. A local mailing service, H&H Mailing & Marketing Company, assisted the college with the actual mailing of the surveys.

In all, 6,026 surveys were delivered to households in each locality within the PVCC service region. Based upon similar surveys at other educational institutions, the college expected a return rate of between 5% and 10%. The number of surveys actually returned exceeded this expectation. Six-hundred forty-five completed surveys were received by PVCC, for a return rate of 10.7% (4% of the entire service region population).

Besides the results of the survey, which appear in the main narrative of the document, this study includes all of the comments written by survey respondents (Appendix A), the president's cover letter (Appendix B), and the survey instrument itself (Appendix C).

CHARACTERISTICS OF SURVEY RESPONDENTS

As can be seen in Table 1, females were much more likely to respond to the community survey than males. Nearly two-thirds of all survey respondents were female. This is not characteristic of the service region as a whole where the percentage of females is only slightly higher than that of males.

Table 1: Sex of Survey Respondents

Sex	No.	Pct. of ALL Respondents	Service Region Population Distribution
Male	219	35.2%	48.5%
Female	403	64.8%	51.5%

Table 2: Race of Survey Respondents

Race	No.	Pct. of ALL Respondents	Service Region Population Distribution
White	576	93.1%	81.4%
Black	31	5.0%	16.5%
Native American	3	0.5%	0.1%
Hispanic	2	0.3%	0.6%
Asian/ Pacific Islander	2	0.3%	1.2%
Other	5	0.8%	0.2%

Table 2 presents the race of survey respondents. Survey respondents were much less likely than service region citizens as a whole to be members of a minority race. While 18.4% of the service region population is minority, only 6.9% of the survey respondents were minority. The percentage of black respondents was only 5%; the percentage of black citizens within the service region is 16.5%.

The mean (average) age of survey respondents was 40.5 and the median (mid-point) age was 38. The youngest respondent was 15 and the oldest, incredibly, 100. As can be seen in Table 3, survey respondents tended to be slightly older than service region citizens as a whole. However, this is partly a result of the surveying technique

itself. Heads of households, who typically responded to the survey, are unlikely to be infants or teenagers.

Table 3: Age of Survey Respondents

Age	No.	Pct. of ALL Respondents	Service Region Population Distribution
0-17	4	0.7%	23.4%
18-21	23	3.9%	8.8%
22-24	34	5.7%	7.3%
25-34	157	26.3%	19.1%
35-44	187	31.3%	14.0%
45-59	122	20.4%	13.0%
60 & Over	70	11.7%	14.4%

Table 4: Residence of Survey Respondents

Residence	No.	Pct. of ALL Respondents	Service Region Population Distribution
Albemarle	368	58.0%	42.4%
Buckingham	2	0.3%	4.0%
Fluvanna	44	6.9%	7.7%
Greene	38	6.0%	6.4%
Louisa	0	0.0%	6.3%
Nelson	10	1.6%	8.0%
Charlot-tesville	164	25.9%	25.1%
Other	8	1.3%	--

Over 80% of all survey respondents lived close to PVCC, in either Albemarle County (58%) or the city of Charlottesville (25.9%). This is a higher percentage than within the service region population as a whole. Slightly over two-thirds of all citizens within the service region live in these two localities. As can be seen in Table 4, the only localities in which the distribution of survey respondents was similar to the distribution of the population as a whole were the city of Charlottesville, Fluvanna County, and Greene County. The percentages of respondents from the counties of Buckingham, Louisa (which had no respondents), and Nelson were much lower than the percentages

of service region citizens, and the percentage of respondents from Albemarle County was much higher. Eight respondents did not reside within the PVCC service region.[4]

The educational attainments of the survey respondents were quite impressive. As can be seen in Table 5, over one-half had college baccalaureate degrees or higher. Only 13.1% had not taken at least some college courses, and less than 2% did not have high school diplomas.[5] The high educational attainments are more readily understandable when one considers that over 80% of the survey respondents live in Albemarle County or the city of Charlottesville. According to 1980 census data, 70.1% of all residents 25 years of age or older living in Albemarle County in 1980 had over 12 years of schooling and 32.7% had over 16 years. The statistics are similar for Charlottesville: 65.1% of all residents had over 12 years of schooling, and 31% had over 16 years.[6]

Table 5: Formal Education of Survey Respondents

Formal Education	No.	Pct. of ALL Respondents
Up to 8th grade	1	0.2%
Some high school	8	1.2%
High school diploma	75	11.7%
1-2 yrs. college (no degree)	108	16.8%
2-yr. college degree	34	5.3%
3-4 yrs. college (no degree)	52	8.1%
College degree	200	31.2%
Master's degree	84	13.1%
Graduate school beyond master's	34	5.3%
Doctorate degree	40	6.2%
Other	5	0.8%

[4]Two lived in Augusta County, and the other six lived in the following localities: Charlotte, North Carolina; Fairfax County; Halifax County; Illinois; Montgomery County; and Richmond.

[5]In the *Other* category, two respondents indicated they had LPN degrees, one was a post-doctorate student, one wrote "+ vocational," and one wrote, "M."

[6]*County and City Data Book, 1988*, 11th edition (U.S. Department of Commerce, Bureau of the Census, 1988).

Table 6: Marital Status of Survey Respondents

Martial Status	No.	Pct. of ALL Respondents
Married	388	61.1%
Unmarried	144	22.7%
Separate, divorced, widowed	103	16.2%

Table 7: Employment Status of Survey Respondents

Employment Status	No.	Pct. of ALL Respondents
Employed full-time	383	62.8%
Employed part-time	105	17.2%
*Student	63	10.3%
Unemployed (seeking employment)	20	3.3%
Homemaker, retired, etc.	100	16.4%

* May also be in another category.

With respect to the marital and employment status of survey respondents, most were married and most worked in full-time jobs (see Table 6 and 7). Nearly two-thirds of all respondents were married, and of the remainder, slightly over 15% were separated, divorced, or widowed. Nearly two-thirds of the respondents were employed in full-time jobs, and 17.2% were employed as part-time workers. Less than 5% were unemployed and seeking employment.

In summary, survey respondents were generally older than service region residents, more highly educated, and tended to live closer to PVCC. Survey respondents were also more likely to be white and female. These differences raise the question of how representative the respondents were of the service region population as a whole.

Because population distributions are available for both the survey sample and the entire service region population with respect to sex, race, age, and residence, the Chi Square ("Good-

Table 8: Chi Square and Probability Values for Sex, Race, Age, and Residence of Survey Respondents and Service Region Citizens

Characteristic	Chi Square	Degrees of Freedom	Probability
Sex	7.08197	1	0.0078
Race	13.9218	5	0.0161
Age	53.9106	6	0.0000
Residence	20.7133	6	0.0021

ness of Fit") test can be used to determine how representative the sample actually was.[7] Table 8 presents the chi square and probability values for sex, race, age, and residence. Clearly, the probability values for all of these characteristics are quite low, with only race being significant at the .01 level. One can only conclude that statistically, based upon this test, survey respondents were not representative of the service region population in general.

Does this mean that the data were not valid? Perhaps, statistically, the validity of the data is questionable. Certainly, caution should be exercised when extrapolating from the survey group to the service region population as a whole.

However, because the survey was general in nature, intended only to determine the public perception toward PVCC, and not to measure "hard" data, the methodology used to distribute the survey instrument was not chosen with high validity in mind. Furthermore, what the chi square test really indicates is that in terms of certain demographic characteristics (sex, age, residence, and possibly race), the sample group surveyed differed significantly from the service region population. It does not signify that the answers of the survey respondents to the questions posed on the survey instrument would necessarily be any different from the responses of other citizens of the service region. Sex, race, age, and residence might well have little bearing upon how one

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[7] "Goodness of fit" refers to how well sample values fit into expected population values. If sample and population values are identical (if, for example, 50% of all survey respondents and 50% of all service region citizens are male), the chi square value would be 0.0 and the probability that survey respondents were representative of the service region population would be 1.0 (which corresponds to 100%). Generally, the larger the chi square value, the more a sample differs from a population. The probability is calculated based upon the chi square value and the degrees of freedom and tested against a predetermined level of significance (typically, 0.05 or 0.01). If the probability is less than the level of significance, then the sample is probably not representative of the population.

responds to many of the questions asked on the survey. More important might be such factors as familiarity with the college, the experiences of friends and relatives who attended PVCC, or the relationship between a person's occupation and programs of study at the college.

AWARENESS OF AND EXPERIENCES AT PVCC

The vast majority of survey respondents were aware that PVCC serves all citizens of the city of Charlottesville and the counties of Albemarle, Buckingham, Greene, Louisa, and Nelson (see Table 9). Most were also aware that off-campus classes are available throughout the service region. Only 7.8% of the respondents were unaware that PVCC serves all citizens of the service region, and only 15.8% were unaware that off-campus classes are available.

Table 9: Awareness of PVCC Services in the Service Region by Survey Respondents

	Yes		No	
	No.	Pct.	No.	Pct.
Are you aware that PVCC serves all citizens of the City of Charlottesville and the counties of Albemarle, Buckingham, Fluvanna, Greene, Louisa, and Nelson?	595	92.2%	50	7.8%
Are you aware that off-campus classes are available throughout the PVCC service region?	543	84.2%	102	15.8%

One might expect that the further away from PVCC people live, the less they would be aware of the services the college offers. This was not true for community survey respondents. More residents of the outlying counties (Buckingham, Fluvanna, Greene, Louisa, and Nelson) were aware that PVCC serves the entire service region than were residents closer to the college. Ninety-seven and three-tenths of the citizens of the

outlying counties were aware as opposed to 91.2% of those living in the city of Charlottesville or Albemarle County. Ninety-two percent of those living in the outlying counties were aware that PVCC offers courses off-campus, while only 82.6% of those living in the Charlottesville-Albemarle area were aware of this.

When asked how they had learned about the college and its course offerings and programs, three-quarters of the respondents indicated as one of their sources of knowledge the PVCC class schedules which are mailed each term to every household within the service region.[8] As can be seen in Table 10, these schedules were the single most popular source of information. Next were newspaper advertisements and stories, chosen by 45.4% of all respondents, followed by friends (25.4%), PVCC students or former students (22.8%), and PVCC faculty and staff (20.5%). These responses suggest that the college's publicity and information efforts are quite worthwhile. Especially worthwhile is the schedule distributed each term to every household in the service region.

[8]One respondent even suggested that along with the course schedule the college might consider including "flyers about any upcoming plays or lectures."

Table 10: How Survey Respondents Learned About PVCC Courses, Programs, and Services

	No.	Pct. of ALL Respondents
PVCC class schedules (mailed to home)	488	75.7%
Newspaper	293	45.4%
Friends	164	25.4%
PVCC students/former students	147	22.8%
PVCC faculty/staff	132	20.5%
Co-workers	89	13.8%
Parents/children/relatives	41	6.4%
Radio	37	5.7%
High school teachers/counselors	36	5.6%
Television	34	5.3%
Other	14	2.2%

Table 11: Attendance at PVCC by Survey Respondents

	Yes		No	
	No.	Pct.	No.	Pct.
Have you ever attended PVCC?	445	69.0%	200	31.0%
Has anyone else in your household attended PVCC?	241	37.4%	404	62.6%
Do you have a degree or certificate from PVCC?	66	10.2%	579	89.8%

Not only were most survey respondents aware of PVCC but they had direct experience with the college. As can be seen in Table 11, over two-thirds of all respondents had attended PVCC, and many had relatives or other members of their household who had also attended. Slightly over 10% had earned degrees or certificates from PVCC.

These statistics are not representative of the service region population as a whole. The percentage of residents of the service region who have attended PVCC is slightly over 20%--not 69% as the survey suggests--and the percentage who have received degrees or certificates is slightly over 2%--not 10%. Still, the responses suggest that

people are not only aware of what services PVCC offers but are likely to take advantage of these services.

Proximity to the college did not seem to matter greatly with respect to attendance. Approximately the same percentage of respondents from the outlying counties (67.2%) had attended as had respondents from the Charlottesville-Albemarle area (69.4%). Similarly, the percentage of respondents with members of their household who had attended PVCC was about the same for those from the outlying counties (39.6%) as it was for those from Charlottesville or Albemarle County (36.9%). On the other hand, 15.3% of all respondents from the outlying counties had earned degrees or certificates from PVCC as opposed to only 9.2% from the Charlottesville-Albemarle County area.

Most respondents who had attended PVCC had taken more than one course at the college. As can be seen in Table 12, over 80% of those attending PVCC had taken 2 or more courses, and over 40% had taken more than 5 courses. Most of these courses were taken on the main campus, though a large number were taken off-campus (see Table 13).

Table 12: Number of Classes Taken at PVCC by Survey Respondents

Number	No.	Pct.
1	88	19.8%
2-5	173	38.9%
5-9	66	14.8%
10-14	35	7.9%
15-19	20	4.5%
20 or more	63	14.2%

Table 13: Location of Courses Taken By Survey Respondents at PVCC

Location	Self		Member of Household	
	No.	Pct.	No.	Pct.
On-Campus	231	57.3%	217	75.6%
Off-Campus	172	42.7%	70	24.4%

Surprisingly, a smaller percentage of respondents from the outlying counties (36.2%) had taken their courses off-campus than those from Charlottesville or Albemarle County (45%).

These statistics suggest that PVCC has been quite successful in making its services known to the citizens it serves. They also suggest that citizens, whether they live close to the college or in the outlying counties, have taken advantage of these services.

PVCC SERVICES UTILIZED

Table 14 presents various services offered by PVCC (other than classes) which survey respondents had used. Library services were utilized by more respondents

Table 14: Services at PVCC Utilized by Survey Respondents

Service	Self		Member of Household	
	No.	Pct. of ALL Respondents	No.	Pct. of ALL Respondents
Library services	180	27.9%	101	15.7%
Cultural events	98	15.2%	60	9.3%
Seminars/workshops	95	14.7%	40	6.2%
Academic advising by faculty	90	14.0%	71	11.0%
Counseling services	73	11.3%	55	8.5%
Recreational facilities	50	7.8%	61	9.5%
Facility use by special groups	38	5.9%	15	2.3%
Speakers' Bureau	8	1.2%	8	1.2%
Other	12	1.9%	N/A	

(27.9%) than any of the other services listed in the questionnaire. Library services were followed by cultural events (15.2%), seminars/workshops (14.7%), academic advising by

faculty (14%), and counseling services (11.3%).[9] This usage suggests that outside of class it is not necessarily the more traditional classroom-related academic services (workshops, seminars, academic advising, counseling, etc.) that people are likely to use; rather, people seem to use those services which enrich their learning experiences (library services, cultural events).

As far as specific help provided to survey respondents by PVCC, over one-third indicated that the college had increased their general knowledge and skills (see Table 15). One-quarter of the respondents indicated PVCC had improved their job-related knowledge and skills, and slightly less than one-quarter indicated the college had motivated them to continue their learning and education. Approximately 20% indicated PVCC had helped them improve their human relations skills and abilities, and approximately 15% indicated the college increased their opportunities for recreation.

While the largest number of respondents felt that PVCC had helped them in intangible ways, some respondents indicated the college had helped them achieve very tangible goals. Fifty-three respondents credited PVCC with helping them obtain salary increases, 51 noted that the college assisted them obtain job promotions, 50 credited PVCC with helping them obtain new jobs, and 50 claimed the college allowed them to transfer to four-year colleges or universities. As one respondent noted, "I am getting

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[9]Twelve respondents indicated they had utilized "other" services. Three had used the Academic Computer Lab, and two had used Jobsight (a federally funded center for single parents and displaced homemakers sponsored jointly by PVCC and FOCUS Women's Resource Center). The remaining seven responses were as follows: motorcycle course, flying course, real estate course, philosophy outreach, SAT preparation, use of the college as a voting poll, and "taught class."

ready to graduate from UVa this summer and I plan to go on to graduate school. I couldn't have come this far without you. Thank you!"

Table 15: Help Provided by PVCC to Survey Respondents

Help Provided	Self		Others	
	No.	Pct. of ALL Respondents	No.	Pct. of ALL Respondents
Increased general knowledge and skills	240	37.2%	285	44.2%
Improved job-related knowledge and skills	161	25.0%	153	23.7%
Motivated continuing learning and education	158	24.5%	202	31.3%
Improved human relations skills and abilities	132	20.5%	99	15.3%
Increased opportunities for recreation	101	15.7%	108	16.7%
Allowed salary increase to be obtained	53	8.2%	76	11.8%
Enabled promotion in job or career	51	7.9%	105	16.3%
Enabled transfer to 4-year college	50	7.8%	189	29.3%
Allowed new job to be obtained	50	7.8%	127	19.7%

When one considers that for the most part only survey respondents who had actually attended the college answered the question concerning help received at PVCC, percentage figures become even higher.[10] Over one-half of the survey respondents who had attended PVCC felt the college helped them increase their general knowledge and skills, and over one-third felt PVCC improved their job-related knowledge and skills, as well as motivating them to continue their learning and education. Over 10% noted the college helped them achieve very specific educational goals (salary increase, job promotion, new job, college transfer). Clearly, PVCC is helping service region citizens achieve both tangible and intangible goals.

[10]Eight respondents who indicated they had not attended PVCC nevertheless indicated the college had helped them in one way or another.

ADDITIONAL SERVICES WHICH MIGHT ENCOURAGE ATTENDANCE AT PVCC

Table 16 presents new or additional services which might encourage attendance at PVCC by survey respondents, and Table 17 presents course options which might make it more convenient for respondents to attend the college.

Table 16: Services Which Would Encourage Attendance by Survey Respondents at PVCC

Service	No.	Pct. of ALL Respondents
More special interest courses	257	39.8%
Lower tuition	183	28.4%
Additional off-campus courses	181	28.1%
Additional credit for life experiences	125	19.4%
Additional off-campus locations	98	15.2%
Additional career and job placement services	91	14.1%
More public transportation	56	8.7%
Greater instructor availability	55	8.5%
Child care facilities	54	8.4%
Improved registration procedures/policies	53	8.2%
More recreational facilities/offerings	52	8.1%
Additional counseling services	43	6.7%
More student activities	22	3.4%
Other	15	2.3%

Table 17: Course Options Which Would Provide Convenience for Survey Respondents to Attend PVCC

Course Option	No.	Pct. of ALL Respondents
Evening courses	411	63.7%
Special one-day courses	229	35.5%
Saturday courses	179	27.8%
Special weekend courses (Saturday and Sunday)	177	27.4%
Self-paced instruction	161	25.0%
Day courses	148	22.9%
Vocational or technical courses	101	15.7%
Courses designed for transfer to 4-yr. colleges	89	13.8%
Courses broadcast on television/radio	86	13.3%
Courses on microcomputer bulletin board	46	7.1%
Other	13	2.0%

The single additional service which the largest number of survey respondents cited was special interest courses. Over one-third of all respondents indicated that special interest courses would encourage their attendance at PVCC. One respondent wrote, "I would recommend more non-credit courses for middle-aged people who are no longer interested in college credits and may not even need specific job-related courses . . . I am talking about personal enrichment type courses in history, psychology, fine arts, literature, etc." Another noted that he or she was "interested in course[s] for leisure-time activities such as photography, bird watching, science, nature, environment, crafts," and still another wrote,

> I plan to retire from current job in five years. At that time I want to take courses to prepare me for something I've not tried before and to become more educated in liberal arts (I'm a scientist). I will look to PVCC first and hope the cost of education is affordable. Education is a lifetime endeavor.

Two other services were cited by slightly less than one-third of all respondents. One was lower tuition (28.4%) and the other was offering additional off-campus courses (28.1%). The three other services noted by large numbers of respondents were additional credit for life experiences (19.4%), additional off-campus locations (15.2%), and additional career and job placement services (14.1%).[11]

With respect to course options, nearly two-thirds of all survey respondents indicated that evening courses were most convenient for attending PVCC. As one respondent wrote, "Evening course offerings should be the same as day, so that those who are pursuing a degree in the evenings will be able to obtain it." Other options cited by large numbers of respondents were special one-day courses (35.5%), Saturday courses (27.8%), special weekend courses (27.4%), self-paced instruction (25%), and day courses (22.9%).[12]

These responses suggest that to attract new students PVCC must offer affordable, non-traditional courses at convenient locations and times. In this respect, many survey respondents seem to be less interested in such traditional college services as student activities or counseling and more interested in a wider range of course offerings provided at additional locations and more convenient times. Respondents seem less interested in

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[11]Fifteen respondents checked "other" when responding to this question, indicating the following 14 services would encourage them to attend PVCC: 3rd-4th year college courses (2), non-credit courses, job-related courses, alternate learning, classes at the University of Virginia, CPA preparation, a dental laboratory program, German classes, an MSW degree program, more English literature classes, more horticulture courses, paralegal training, an orientation program, and classes on using personal time.

[12]Thirteen respondents checked "other" when responding to this question, indicating the following 12 course options which would be most convenient: more summer courses (2), 3rd-4th year college courses, a child development degree program, local history classes, non-credit courses, courses for the Apple Macintosh computer, pre-architecture classes, radio/television repair courses, software classes, medical courses, special trips, and "fun activities."

typical day courses aimed at transfer to four-year schools and more interested in evening or weekend classes covering a broad range of personal and professional interests. As one respondent commented,

> The opportunity to take courses here in Charlottesville at such a low tuition rate has been invaluable. I took courses at PVCC to save transportation, time and tuition costs. However, I was delighted by the high quality of instruction by both full-time and adjunct faculty members. The low cost and extremely good instruction make PVCC an excellent educational value. I applaud and appreciate the services it provides for central Virginia.

To serve citizens of the service region, PVCC must indeed be a *community* college, catering to the many special interests of adult students throughout the region.

Survey respondents were also asked about their interest in enrolling in either college transfer for occupational/technical degree programs at PVCC (see Table 18).

Table 18: Interest in Enrolling in PVCC Academic Program by Survey Respondents

Type of Academic Program	No.	Pct. of ALL Respondents
Designed for transfer to 4-year colleges	86	13.3%
Designed to upgrade or acquire job-related skills	211	32.7%

While only 13.3% of all respondents were interested in college transfer programs, 32.7% were interested in occupational/technical programs. Possibly, this suggests that while the college had done an excellent job meeting the demand for college transfer programs in the service region, it is not presently meeting the demand for occupational/technical programs. Perhaps, in light of these findings, PVCC should more aggressively market its occupational/technical programs, and perhaps it should re-examine occupational/technical curricula.

SATISFACTION WITH PVCC

As can be seen in Table 19, the vast majority of survey respondents were either extremely satisfied or satisfied with their educational experience at PVCC. As one enthusiastic respondent wrote,

Table 19: Satisfaction of Survey Respondents with Educational Experience at PVCC

Satisfaction	Self		Member of Household	
	No.	Pct.	No.	Pct.
Extremely satisfied	154	50.3%	94	40.0%
Satisfied	141	46.1%	132	56.2%
Dissatisfied	8	2.6%	7	3.0%
Extremely dissatisfied	3	1.0%	2	0.9%

> Having attended other community colleges throughout the state as well as knowing others who have attended different community colleges, I can say that PVCC is the best community college in the Commonwealth. I also feel that it ranks in the top five of all institutions of higher learning in our state. Keep up the good work and quit cutting out classes!

Slightly over one-half of the survey respondents were extremely satisfied, and less than 4% were either dissatisfied or extremely dissatisfied. Forty percent of the respondents indicated that members of their household were extremely satisfied with their educational experience at the college, and another 56.2% indicated that members of their household were satisfied.

Table 20 presents an evaluation by survey respondents of PVCC's academic reputation, its academic instruction, its support services, management of the college, and PVCC's relationship to the community. Over 90% of the respondents rated PVCC as either excellent or good in all categories except support services. Slightly less than 80%

felt that PVCC's support services were either excellent or good. The category receiving the largest number of excellent ratings was PVCC's relationship with the community

Table 20: Evaluation of PVCC by Survey Respondents

	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Academic reputation	189	34.2%	313	56.7%	44	8.0%	6	1.1%
Academic instruction	180	32.7%	321	58.3%	48	8.7%	2	0.4%
Support services	75	18.2%	251	60.8%	76	18.4%	11	2.7%
Management of the college	106	25.2%	276	65.6%	30	7.1%	9	2.1%
Relationship with community	221	42.0%	262	49.8%	39	7.4%	4	0.8%

(42%). Two other categories also received a large number of excellent ratings. These were academic reputation (34.2%) and academic instruction (32.7%).

Table 21 presents an evaluation by survey respondents of PVCC services and outcomes. As is evident, the vast majority of respondents believed the college provides

Table 21: Evaluation of PVCC Services by Survey Respondents

	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Provides knowledge to students	234	41.6%	299	53.1%	29	5.2%	1	0.2%
Motivates students to learn	157	30.3%	287	55.4%	69	13.3%	5	1.0%
Prepares students for college transfer	193	41.5%	226	48.6%	41	8.8%	5	1.1%
Prepares students for jobs or careers	174	34.5%	281	55.8%	44	8.7%	5	1.0%
Offers specialized courses for business	162	35.1%	257	55.7%	38	8.2%	4	0.9%
Offers courses for personal satisfaction	218	40.4%	274	50.8%	44	8.2%	3	0.6%
Provides variety of community services	112	29.3%	208	54.5%	54	14.1%	8	2.1%

knowledge to students, motivates students to learn, prepares students for college transfer, prepares students for jobs or careers, offers specialized courses for businesses,

offers courses for personal satisfaction, and provides a variety of community services. In 3 categories--provides knowledge to students, prepares students for college transfer, and offers courses for personal satisfaction--over 40% of the respondents rated PVCC as excellent. In only 2 categories--provides a variety of community services and motivates students to learn--did more than 10% of the respondents rate PVCC as either fair or poor.

CONCLUSIONS

The community survey was revealing in many ways. For one thing, public perception of the college is quite high. Over 90% of all survey respondents were aware that the college serves the entire service region, and over 80% were aware that classes are available at locations throughout the region. Sixty-nine percent of the respondents had actually attended PVCC. When asked how they learned about PVCC courses, programs, and services, three-quarters of all respondents cited the PVCC class schedules mailed by the college to every household in the service region.

Proximity to the college had little bearing upon either awareness of or attendance at the college. A higher percentage of respondents from the outlying counties (Buckingham, Fluvanna, Greene, Louisa, and Nelson) were aware of PVCC's mission than were respondents from Albemarle County and the city of Charlottesville. Approximately the same percentage of respondents from the outlying counties had attended the college as had respondents from the Charlottesville-Albemarle area.

When asked which services they utilized at the college, respondents were less likely to cite such traditional classroom-related services as seminars, workshops, counseling, or academic advising, and more likely to cite services designed to enrich learning activities (library services and cultural events were the two most frequently cited services). With respect to help provided by PVCC, a large number of respondents listed such intangibles as increasing general knowledge and skills, improving job-related knowledge and skills, motivating students to continue learning and continue their education, and

improving human relations skills and abilities. Approximately 50 respondents each indicated that PVCC had helped them achieve the following tangible goals: salary increases, job promotions, transfer to four-year colleges or universities, and obtaining new jobs.

With respect to what services or course options would encourage attendance at PVCC, survey respondents seemed less interested in such traditional college services as student activities or counseling and more interested in a wider range of course offerings provided at additional locations and more convenient times. When asked what services would encourage attendance, more respondents cited additional special interest courses than any other service, and when asked what course options would be most convenient for attending the college, more respondents cited evening courses than any other option.

Finally, survey respondents seemed highly satisfied with their experiences at PVCC. Over 50% of all respondents were extremely satisfied with their educational experience at the college, and less than 4% were either dissatisfied or extremely dissatisfied. When asked to evaluate the college on such factors as academic reputation, academic instruction, support services, management, and relationship with the community, most respondents rated the college as either excellent or good. Similarly, when evaluating such services and outcomes as providing knowledge to students, motivating students to learn, preparing students for college transfer, offering specialized courses for businesses, offering courses for personal satisfaction, and providing a variety of community services, most respondents rated PVCC as either excellent or good.

However, as noted earlier in the study, caution should be exercised when extrapolating these results to the service region population in general. In terms of sex, race, age, and residence, survey respondents were not statistically representative of the population as a whole. While this does not invalidate the findings, it does suggest that the results should only be used to reveal how the college can serve new communities within the larger community of the service region. And, in this, the community survey has certainly been successful.

APPENDIX A

COMMENTS BY COMMUNITY SURVEY RESPONDENTS

PVCC is very helpful in educating those who cannot afford years at a university and instruction from those classes is easily applied when securing a job.

You're very welcome and thank you for a job well done.

With your mailing on courses, include flyers about any upcoming plays or lectures, etc.

I have thoroughly enjoyed all my classes at PVCC. All my instructors have been of the highest quality. I miss going to classes, as I am an ADP student with MBC and all my courses are tutorial. I can't wait to finish and come back to PVCC and take classes for the sheer enjoyment of learning. Thank you for your constant effort to provide our community with the very best education such a little amount of money can buy.

You offered technical writing in the Fall but not enough people enrolled and it was dropped. I only needed one english course and I tried that it was dropped. I am currently in ENG 112. I have learned through discussion with classmates that they wanted technical writing. They enrolled in ENG 111 in the Fall and wanted ENG 115 in the Spring. You did not offer it in the Spring and this hurts them and me. This budget cut has affected us all, but please for the sake of future students let them know that a course like technical writing will be taught in the Spring so they can plan on it. I could have taken it either semester, but your full-time students need it in the Spring. When you offered it in the Fall they had no opportunity to take it then. Also I need a course on Accounting Theory to take my CPA exam. You have no advanced course offered for me. You have Auditing in the Fall, try Theory in the Spring.

Although it would not prevent me from attending PVCC, I am disturbed by what seems like a great discrepancy between the stimulating, progressive curriculum and services at PVCC and the smoking policy. Years after UVA and Charlottesville have eliminated indoor smoking, PVCC continues to allow it in so many areas within the main building that students must walk through clouds of smoke to get anywhere. At a time when passive smoke is being implicated in disease, PVCC's smoking policy represents not only a health hazard, but also an inability to keep pace with the times, and it is my strong hope that the administration at the college will soon make the changes necessary to bring PVCC's smoking policy in line with that of UVA, as well as show its students that concern for public health is alive and well at this fine school. Thank you.

I found the courses at PVCC to be informative and beneficial to me when I was working full-time. It would be nice if more medically-related courses could be offered at PVCC for a two-year associate degree.

My comments may skew your results a bit since my experience was with a single instructor. I did not find the person organized enough nor challenging enough as one would expect for a college instructor. To attract the adult learner who has a degree, the course offerings would need to be more challenging.

My husband and I have obtained AAS degrees from PVCC. We have two sons, ages 20 and 16, who plan to take two years at PVCC and transfer to a 4-year college. We have a very definite interest in PVCC.

I was sorry to hear you discontinued Respiratory Therapy program, as I was considering it.

Sometimes I think the evening instructors are lacking in teaching skills. I took a data processing class about 4 years ago--a disaster. Another time I dropped a business management class because of the instructor--the same for a legal class.

All contacts I have had with PVCC have been excellent. The community is fortunate to have you as a resource.

I plan to retire from current job in five years. At that time I want to take courses to prepare me for something I've not tried before and to become more educated in liberal arts (I'm a scientist). I will look to PVCC first and hope the cost of education is affordable. Education is a lifetime endeavor.

I personally would like general classes to be offered on off-campus locations--exp. math, lit., chemistry at Greene County. I'm a mother and it is hard to attend classes in C'ville. Would like a shorter drive. I'm a R.N. transferring to UVA for a higher degree.

It would be nice if PVCC could work with UVA to offer graduate course work. After receiving a Bachelor's Degree, if you would like to attend classes at PVCC it basically has to be special interest classes or seminars.

PVCC is definitely a great asset to this area and has enabled many students to achieve an education that otherwise would not have been available to them. It fulfills many other kinds of needs for our citizens. Keep up the good work.

Would like to continue nursing programs to keep my skills upgraded.

PVCC needs more press. Get the word out! You're doing a good job and should let the public know. How about classes for the mentally retarded. UVA and Parks and Rec dropped "Night College" years ago, yet this was a very successful program for the MR population.

Would like to see a course in advanced "C", a computer language.

Getting my BA this spring through MBC/PVCC coop program. Taking classes at PVCC surprised me--excellent faculty and a real community atmosphere--am very impressed with PVCC.

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I have attended PVCC for the past 8 semesters and I'm thoroughly disappointed with this school. I have nothing but confusion and aggravation from day one. I believe this school needs new administration or something to get their act together. I would never recommend this school to my worst enemy because nobody deserves the treatment you receive. But do to my financial status and my transportation problem this is the only reason I am still attending here.

PVCC ranks up there with MBC--excellent learning in a decent size classroom.

Suggest you publish a graphic route map of bus schedule of C'ville Transit System in the PVCC Class Schedule. Would the city have special student rates?

Only one course had a poor instructor.

I am currently obtaining post-graduate teacher certification through Mary Baldwin College. The opportunity to take courses here in Charlottesville at such a low tuition rate has been invaluable. I took courses at PVCC to save transportation, time and tuition costs. However, I was delighted by the high quality of instruction by both full-time and adjunct faculty members. The low cost and extremely good instruction make PVCC an excellent educational value. I applaud and appreciate the services it provides for central Virginia.

I'm interested in classes for personal enrichment. Your prices are reasonable for someone working toward a degree, but a little high to take a class just for fun (art, photography, etc.) I live near Albemarle High School and have thought about taking a computer class there. Also would like to improve my knowledge of Virginia and local history.

I enjoyed my time at PVCC.

Since most students are planning to transfer to four-year colleges Piedmont needs better counseling services. Poor counseling has cost many students valuable time.

It was refreshing to have instructors who would teach and enjoy it as opposed to those who would rather be doing research. I thought it was an excellent value. Just wish you had more summer offerings, such as foreign languages.

The change in location of graduation was not publicized sufficiently for those not directly connected with PVCC--radio announcement would have been friendly. Posting of exhibits are well done--why not fund raisers such as the auction of time/services and things to raise money for scholarships. Also why are not past contributors contacted for future donations? I don't think clubs should be current students only as community is a part. Also relations with high schools need to be strengthened. PVCC deserves a better image.

Having transferred to PVCC from the University of Pennsylvania, I found the courses much more valuable and I learned and retained more from the classes at PVCC.

One of the best things that PVCC has is the learning lab. However, the learning lab receptionist is unnecessary and a waste of money.

Evening course offerings should be the same as day, so that those who are pursuing a degree in the evenings will be able to obtain it.

Having attended other community colleges throughout the sate as well as knowing others who have attended different community colleges, I can say that PVCC is the best community college in the Commonwealth. I also feel that it ranks in the top five of all institutions of higher learning in our state. Keep up the good work and quit cutting out classes!

I thinK PVCC does a good job based on my personal limited experience. The self-paced accounting course was just what I needed.

Enthusiastic faculty--the commitment to teaching and learning is refreshing and energizing. This is a real "plus" when compared to a four-year public or private atmosphere. It is difficult to assess or comment on academics at PVCC as my focus when participating in classes there has been less academic and more enjoyment oriented. I have used specific courses on the job (computer courses) and have encouraged several colleagues to enroll in them. PVCC is an asset to our community and has enriched my experience.

Should re-analyze standards for acceptance. I was not accepted and I have an MBA.

PVCC is an asset to the community. Our daughter graduated and went on to UVA to graduate. We found the education process at Piedmont excellent.

Seems to be the same classes session after session. I keep looking in Education or other headings to see if there is something offered beyond intro or basic courses. With all the teachers in the area required to maintain degrees and keep up to date (or having to take on added responsibilities thrown on with budget cuts) it would seem profitable to run workshops/classes. UVA courses are increasingly specialized and hours don't fit most school teacher's or working individual's needs (or pocketbook).

Large population of mentally handicapped adults are graduating from high schools to long waiting lists on community services for residential and vocational training. Need to develop way for these students to further training. Perhaps develop a special certification or credit status as high schools have for diplomas for special ed.

My husband is a former board member. You are doing an excellent job.

I understand why PVCC had to switch to the semester system, but I personally favor the quarter system for the non-college credit/self-improvement/self-interest classes that I take.

I personally use PVCC to gain knowledge of computers and computer languages/programming. I am interested in seeing PVCC continue to offer as many classes as possible in this area. I would also like to see PVCC offer a basic class in electronics that is not geared toward vocational training. This would include basic trouble shooting techniques, etc. and use of simple equipment for computer and printer repair.

I have enjoyed PVCC very much. I have had mostly great instructors and great classes--one or two were not so great. My biggest, perhaps only, gripe with PVCC is the lack of quality quiet-study space. Your library will never be a quiet one by design, but quiet could be encouraged. The librarians could set an example. Sometimes special events conflict with study space. This is due to limited space, again, but it does bother me.

Thanks for asking my opinion.

My biggest problem was that my PVCC courses in 1988 did not translate well with the semester system, so I had difficulty transferring credits. I was glad to hear that PVCC changed to semesters.

You do a great job!

I would recommend more non-credit courses for middle-aged people who are no longer interested in college credits and may not even need specific job-related courses to upgrade job skills at later stages of our careers. I am talking about personal enrichment type courses in history, psychology, fine arts, literature, etc. The community college in my hometown, Allegheny Community College in Cumberland, MD, has offered a lot of these courses in the past, and they were popular among older people who no longer wanted to take exams and write term papers. Also this college had a basketball team which elicited wide support in the community and made the school a focal point. Has this ever been considered in VA? I guess the economics involved becomes a factor.

Currently particularly interested in computer courses. Have home-based business requiring computer use.

Many students pursue college study because they can stay at home and attend PVCC who otherwise could not afford the added cost of board and room of living on campus. Oftentimes, part time work is sandwiched into the student's program to help pay his way. The community colleges are great at bringing higher education within the reach of many students who otherwise would go without--one of the best changes made in the last quarter century.

I hate to see programs cut at PVCC (Respiratory Therapy) because of low enrollment in them. There continues to be a need for them in the community at large. Additionally, I believe it is part of PVCC's mission to promote the Arts and hope these types of courses remain in place despite the direction of Virginia state allocations in that respect.

I took course to help me re-enter the work force and update computer skills. I'm interested in course for leisure-time activities such as photography, bird watching, science, nature, environment, crafts.

I've attended much older and long-established community colleges in California and from my limited viewpoint you stack up well. Of course it's impossible to judge accurately from only a couple evening courses, but my general feeling is positive. Keep up the good work!

I'm kind of new to this area (from Japan). Sorry for my lack of knowledge about PVCC.

Parking has always been a problem at PVCC. The lots are too far away from the classes so it takes too much time to get from the lot to class on time. So much land could be saved for better use if a second floor could have been planned and utilized.

I'd love to see more horticulture courses. I've taken all you have to offer.

I would like to see PVCC get more speakers--with UVA. They get many national types. I don't know if PVCC could be part of that.

I hope you can continue to provide a reasonably priced education for the many people in our area who otherwise would not be able to get a college education.

The school is just great except you do need more teachers who will explain more clearly to one and not just rush through. I've seen you had to drop a few classes due to lack of teachers and I think this is sad. I do wish things could be better all around for the teacher and the student.

I feel PVCC has been a wonderful asset to the community. It has allowed many the advantage of education and promoted self-esteem in many who otherwise would not have had the opportunity. Our only hope of helping the economy and keeping people off welfare rolls is through education and mastered skills. PVCC has certainly provided this service in a quality way.

I think Piedmont is a great asset to this community. It has provided me with special interest courses, career development courses and teacher re-certification credits. I'll keep coming back. Thank you.

Get more literature on African-American History, Sociology and African Studies.

This is my first semester and I like it here very much and I will come back in the fall.

Cannot really respond in judging PVCC; I have no first hand knowledge.

I am getting ready to graduate from UVA this summer and I plan to go on to graduate school. I couldn't have come this far without you. Thank you!

We need courses in healthy lifestyles. Health education is the number one priority.

PVCC has a good academic reputation to my knowledge (have not heard anything to the contrary). It is a positive force in the community. It is a pleasure to deal with the staff at PVCC when arranging for use of the facilities available to the public.

Keep up the good work. Registration has improved over past four years. Poor class offerings this summer, but I understand reasons. How can we lobby for $ to keep PVCC as an asset to our community? Thank you.

My only complaint is counseling. My daughter transferred to VCU without having the proper classes at PVCC. She will end up going 5 years to get a 4-year degree!

Need to make it easier to audit a course. I know in advance that I do not want a course for credit, but PVCC acts as though I am changing to audit status because of a lock of scholarship intent or ability--i.e., I'm failing!! which is not the case. I need the knowledge, but don't need the credit. Academic instruction can be very poor in night classes where instructors seem to have carte blanche with little guidance and an administration that does not act effectively on student complaints. Takes nerve to complain effectively about a situation. PVCC should listen. Counseling is sometimes not knowledgeable and is in too much of a hurry. Slots everyone in 18-21 year-old category.

Many people like myself don't have the money to put into education to better our job situation. So we work at stores which treat us like dirt and pay minimum wage in order to live and pay our bills. Many are working two jobs to do that. I would like to be able to take bookkeeping in a correspondence course type thing where I could pay by the month.

We think it is unconscionable that the city has proposed eliminating bus service to PVCC.

Major problem at PVCC is canceling class--my son became discouraged when 2 of 5 classes were canceled after he signed up. I have heard many others with the same complaint.

I was a member of the local board for PVCC for 10 years (1970-80) as Albemarle County representative.

I think it was good that PVCC sent this survey. It shows a concern and wish to help others and/or improve ways they can. Thank you -- keep up the good work!

I believe your organization serves a valuable purpose in our community. I feel that the reputation of PVCC suffers somewhat in the eyes of some persons when compared to four-year schools. I feel the transfer programs are very sound foundations upon which to prepare for four-year schools. The instructors I had while attending were outstanding in every way. I took courses at UVA, VCU and Lynchburg College in addition to PVCC and the level of instruction and professionalism demonstrated at these four-year schools was only equal to or below that which I received at PVCC.

Great school!! Some courses are better than UVAs!!!

The courses are pleasant but not competitive or demanding enough for some students. Your tuition needs to be higher if possible. JMU is charging me $146 per credit hour. I realize that your rates are regulated, but they should be appealed. If they are heavily subsidized at present, then disregard this.

Have only lived in Albemarle 2 1/2 years, but PVCC seems to be doing what it was intended for.

PVCC needs to be reliably serviced by busses. The city has an obligation now and in the future to provide services with regularly run schedules. "We need less lip service and more bus service for PVCC."

You do a wonderful job and I feel most fortunate to have you in the area.

I think that community colleges offer a lot for the money, but don't reach as many people as could use it. Although I would not depend on public transportation to use the facilities, I do hope that those services would not be eliminated.

My husband went to the first class and there was merely a note on the blackboard canceling the class. Some attempt should have been made to inform him of this non-happening. Such situations do not endear the College to would-be participants.

I am presently enrolled and I enjoy my classes. A 2-year college is vital to the community and more money needs to be given to improve the services. I have asked Governor Wilder to stop cutbacks to our college.

The weight room is too crowded. There is no room for essential stretching before and after workouts.

I think PVCC is a wonderful institution to have in Charlottesville. It provides an excellent education to a variety of people with diverse needs.

PVCC enabled me to transfer to Mary Baldwin College to complete my B.A. in English and Teacher Cert. I attended PVCC in the evenings for three years. I have a soft spot in my heart for everyone at PVCC and strongly support community college education.

I feel that a CPA examination review course taught in the evenings would be very beneficial. UVA does not serve the community at all, unlike PVCC.

I would like to stress the outstanding job that the faculty and staff at PVCC have extended to me. A truly positive experience as they always accommodate needs of the students. The only reason that anyone wouldn't succeed at PVCC is because they didn't fulfill their own responsibility. Thanks to all of you at PVCC.

The school is excellent. It had exactly the type of courses I needed for my job up until my retirement. I would recommend PVCC to anyone that is interested in learning and to better themselves on the job.

The grounds always look great. The inside of the school could use more cleaning, but the grass is neat and well-maintained.

I have met a number of disabled transfer students from PVCC. They are well prepared and rave about concern of faculty for students.

PVCC, I believe, does a good job. I always wish for more learning opportunities however. Thanks for a good job. I call PVCC at least 2 or 3 times a year. You need to train your phone operators. They don't do well. You could have more of them.

I have a very high opinion of PVCC.

You need activities for single night-time students.
A two-year course in sign language interpretation to be certified is desired. The closest schools that presently offer this certification are J. Sargeant Reynolds and a school in Salem, VA.

As an employer, the single deficiency in your job-skill related courses is the lack of MacIntosh program training--especially desk-top publishing. This community's applicant pool rarely includes those who are "MAC" proficient, nor are there opportunities for staff development in MAC. PVCC could definitely fill the void!

Lower tuition. Married folks can't afford classes. Fin. aid is useless when you work 40 hours a week. I can only handle one course. Why is there a 2,3 class requirement for aid?

Both my daughters were very impressed with PVCC and felt it prepared them well for four-year college.

Counseling needs more informed staff, better placement knowledge. Not strong at all in my opinion. My son is in transfer program and was ill-advised for first year courses.

The library is too limited and needs more volumes.

Lower tuition for classes like ceramics would be appreciated.

I would like to see more fitness/exercise/PE type classes.

PVCC has been a good neighbor to the surrounding communities.

More counseling needed for full-time and part-time students.

I am grateful that PVCC is a part of our community.

I found that PVCC lacked career advice, et., academic counseling and encouragement to continue. Otherwise--excellent facility.

Would like counseling to cater more to my needs. Advice is too general.

Would like to see some sewing classes offered. There is a need for a non-credit basic sewing course.

APPENDIX B

COVER LETTER TO COMMUNITY SURVEY

Piedmont Virginia Community College

Office of the President

Route 6, Box 1, Charlottesville, Virginia 22901-8714 Tel. (804) 977-3900 (V/TDD)

April 2, 1991

Dear Fellow Citizen:

Since 1972, Piedmont Virginia Community College has served the city of Charlottesville and the counties of Albemarle, Buckingham, Fluvanna, Greene, Louisa, and Nelson. With nearly 50 academic programs of study and numerous services, the college has helped residents meet many of their educational, occupational, and personal goals. Additionally, the college has responded to the special training needs of area businesses and industries.

Currently, the college is reviewing its programs and services. One aspect of this review is a study of the college's impact upon the community it serves. We hope to evaluate the effectiveness of our past and present efforts and to determine the direction of our future efforts.

Enclosed is a survey which asks for your impressions of Piedmont Virginia Community College and of the impact the college has had on you and on those you know. Please complete the survey and return it as soon as possible in the stamped, self-addressed envelope.

Your responses to the survey will remain anonymous, but they will be extremely valuable to us at the college. You will be helping Piedmont Virginia Community College become an even more vital and positive force in your community.

Thank you for your assistance. If you have any questions, please do not hesitate to call on me.

Sincerely,

Deborah M. DiCroce
President

Enclosures

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APPENDIX C

COMMUNITY SURVEY INSTRUMENT

PIEDMONT VIRGINIA COMMUNITY COLLEGE
Community Survey

Directions: *Please place an X inside the box indicating the correct response for each of the following questions (as in the following example):*

Are you interested in helping Piedmont Virginia Community College collect information?
Yes☒ No☐

---

1. Have you ever attended Piedmont Virginia Community College?
   Yes☐ No☐

   If you have attended:

   a. How many classes have you taken?
   1☐ 2-5☐ 5-9☐ 10-14☐ 15-19☐ 20 or more☐

   b. Do you have a degree or certificate from PVCC?
   Yes☐ No☐

2. Has anyone else in your household attended PVCC?
   Yes☐ No☐

3. Are you aware that PVCC serves all citizens of the city of Charlottesville and the counties of Albemarle, Buckingham, Fluvanna, Greene, Louisa, and Nelson?
   Yes☐ No☐

4. Are you aware that off-campus classes are available at other locations throughout the geographical area that PVCC serves (e.g., public schools, community centers, businesses, etc.)?
   Yes☐ No☐

5. If you or other members of your household have taken courses at PVCC, where were they taken?

	Myself	Member of Household
On campus (at Piedmont)	☐	☐
Off campus	☐	☐

6. How satisfied were you and any members of your household with your educational experience at PVCC?

	Myself	Member of Household
Extremely Satisfied	☐	☐
Satisfied	☐	☐
Dissatisfied	☐	☐
Extremely dissatisfied	☐	☐
Have not attended	☐	☐

7. From what you know or have heard about PVCC, how would you rate the college in the following areas:

	Excellent	Good	Fair	Poor	I don't know
Provides knowledge to students	☐	☐	☐	☐	☐
Motivates students to learn	☐	☐	☐	☐	☐
Prepares students to transfer to 4-year colleges	☐	☐	☐	☐	☐
Prepares students for jobs or careers	☐	☐	☐	☐	☐
Offers specialized courses for businesses	☐	☐	☐	☐	☐
Offers courses for personal satisfaction	☐	☐	☐	☐	☐
Provides a variety of other services to the community	☐	☐	☐	☐	☐

8. Please indicate by checking any of the appropriate boxes below how PVCC has helped you or other people you know (check all that apply).

	Myself	Others I know
Increased my general knowledge and skills	☐	☐
Motivated me to continue learning and to continue my education	☐	☐
Enabled me to transfer to a 4-year college	☐	☐
Allowed me to obtain a new job	☐	☐
Enabled me to obtain a promotion in my job or career	☐	☐
Improved my knowledge and skills relating to my job	☐	☐
Allowed me to obtain a salary increase	☐	☐
Improved my human relations skills and abilities	☐	☐
Provided increased opportunities for recreation and leisure	☐	☐

9. Which of the following services offered by PVCC have you or other members of your household used (check all that apply)?

	Myself	Member of Household
Seminars/workshops	☐	☐
Counseling services	☐	☐
Academic advising by faculty members	☐	☐
Library services	☐	☐
Cultural events (plays, concerts, art exhibits, etc.)	☐	☐
Recreational facilities (softball, weight room, etc.)	☐	☐
Use of facilities by special groups	☐	☐
Speakers' Bureau	☐	☐
Other (please specify) ____	☐	☐

Please turn page to complete survey.

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10. Which of the following would encourage you to attend PVCC (check all that apply)?

- ☐ Additional off-campus courses
- ☐ Additional off-campus locations
- ☐ More special interest courses
- ☐ Lower tuition
- ☐ Additional counseling services
- ☐ Additional career and job placement services
- ☐ Additional credit for life experiences
- ☐ Improved registration procedures and policies
- ☐ Greater instructor availability
- ☐ Child care facilities
- ☐ More public transportation
- ☐ More student activities
- ☐ More recreational facilities or offerings
- ☐ Other (please specify) _____

11. Which of the following course options would be most convenient for you to enroll at PVCC (check all that apply)?

- ☐ Day courses
- ☐ Evening courses
- ☐ Saturday courses
- ☐ Special weekend courses (Saturday and Sunday)
- ☐ Special one-day courses
- ☐ Courses broadcast on television or radio
- ☐ Courses available through a microcomputer bulletin board
- ☐ Self-paced instruction
- ☐ Courses designed for transfer to 4-year colleges
- ☐ Vocational or technical courses
- ☐ Other (please specify) _____

12. How have you learned about the courses, programs, and services offered by PVCC (check all that apply)?

- ☐ PVCC faculty/staff
- ☐ PVCC students/former students
- ☐ Newspaper
- ☐ Television
- ☐ Radio
- ☐ High school teachers/counselors
- ☐ PVCC class schedule (mailed to your home)
- ☐ Parents/children/relatives
- ☐ Co-workers
- ☐ Friends
- ☐ Other (please specify) _____

13. Based upon what you know of PVCC, how would you rate each of the following?

	Excellent	Good	Fair	Poor	No Opinion
Academic reputation	☐	☐	☐	☐	☐
Academic instruction	☐	☐	☐	☐	☐
Support services (counseling, library, etc.)	☐	☐	☐	☐	☐
Management of the college	☐	☐	☐	☐	☐
PVCC's relationship with the community	☐	☐	☐	☐	☐

14. Are you interested in enrolling in an academic program at PVCC designed for one of the following:

- ☐ to allow you to transfer to a four-year college or university.
- ☐ to upgrade current job skills or to acquire new skills allowing you to obtain a job.

To help us determine community characteristics and needs, please complete the following questions describing yourself.

15. Sex: ☐Male ☐Female

16. Race: ☐White ☐Black ☐Native American ☐Hispanic ☐Asian or Pacific Islander ☐Other

17. Age (as of Jan. 1, 1991): _____

18. Official Residence

☐Albemarle County ☐Louisa County
☐Buckingham County ☐Nelson County
☐Fluvanna County ☐City of Charlottesville
☐Greene County
☐Other (please specify) _____

19. Formal education (check the highest level you have obtained):

- ☐Up to 8th grade
- ☐Some high school
- ☐High school diploma
- ☐1-2 years of college (but no degree)
- ☐2 year college degree (AA, AS, AAS, etc.)
- ☐3-4 years of college (but no baccalaureate degree)
- ☐College degree (BA, BS, etc.)
- ☐Master's degree
- ☐Graduate school beyond the Master's
- ☐Doctorate degree (Ph.D., M.D., etc.)
- ☐Other (please specify) _____

20. Marital status:

☐Married ☐Unmarried
☐Separated, divorced, widowed

21. Employment:

☐Full-time ☐Part-time ☐Student
☐Unemployed (seeking employment)
☐Homemaker, retired, or other not employed and not seeking employment

Thank you very much for your time and effort in helping us serve you and the citizens of your community.

COMMENTS: (Use additional pages if necessary).

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ERIC Clearinghouse for Junior Colleges

SEP 20 1991